



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

DANCE STUDIES

GUIDELINES FOR GRADE 12 PRACTICAL ASSESSMENT TASK

2009

This guideline consists of 24 pages.

PERFORMANCE ASSESSMENT TASKS (PATs) FOR GRADE 12
DANCE STUDIES 2009**GUIDELINES FOR THE TEACHER****1. GENERAL INTRODUCTION**

The 17 National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task. These subjects include:

- AGRICULTURE: Agricultural Management Sciences, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- HSS: Life Orientation
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology

A PAT allows the teacher to directly and systematically observe learner applied competence which cannot easily be covered in a written examination. The PAT comprises the application/performance of the knowledge, skills and values particular to that subject. In some subjects the PAT counts 25% (i.e. 100 marks) of the total promotion/ certification mark out of 400 for the subject. This excludes the Arts subjects: In Design and Visual Arts the PAT counts 37.5% (i.e. 150 marks) of the total promotion/ certification mark out of 400 for the subject. In Dance Studies, Dramatic Arts and Music there are internal PATs contributing to the internal formal assessment marks (25%) as well as an external practical performance examination contributing partly to the external promotion mark (75%).

i.e. 3 PATs + exams and tests = 25% of year mark
External practical & theory examinations = 75% of final marks

The PAT is implemented across the terms of the school year and can be undertaken as one extended continuous task which is broken down into different phases or as a series of smaller activities that make up the PAT. The planning and execution of each PAT will differ from subject to subject.

2. REQUIREMENTS: PAT TASKS FOR DANCE STUDIES

The Performance Assessment Task for Dance Studies consists of **three separate integrated tasks** which are undertaken during the year and each includes two components: **written preparation** and the **actual performance**. Marks should be allocated to both the preparation and performance processes and both the informal and formal preparations for each **PAT should be recorded in a journal** kept specifically for Dance Studies. The written preparation should comprise of research, planning and any other record keeping required to prepare for a performance in Dance Studies.

The performance can take place in a controlled environment (such as a studio or a classroom) or in a real-life environment (such as a public performance). The learner demonstrates the integration of dance knowledge, skills and values into a single performance.

In Grade 12 the Performance Assessment Tasks are externally set, internally assessed and externally moderated.

The PATs are part of the formal Programme of Assessment and are Task 1, Task 3 and Task 5 (Dance Studies SAG page 11, 12). **They can be done in any order, one per term. They are not prescribed to a particular term.**

The format for integrated performance tasks in Grade 12:

- **PAT TASK 1: LO 4 Performance of Indigenous or Cross-cultural Dance (50 marks)**

Instructions for teachers:

1. Candidates who study African dance as their major, learn and perform a complete dance from a culture other than an African one such as Indian, Ballet, Spanish, Greek Dance or others.

Non-African Dance Majors learn and perform an indigenous African ceremonial or ritual dance.

(The teacher may need to access the assistance of an outside expert in the selected dance to be learnt.)

2. Candidates research and present **orally** and **in writing**, the dance they have learnt including aspects such as dress/ costumes, props, music, performance contexts, theme, purpose, participants (number of dancers, gender, age), timing, analysis of movement and use of body parts, use of space, spatial relationships between dancers, formations and dynamics, the roles that people play within a dance and how these reflect characteristic roles and social relationships in cultures, past and present including the use of symbolism.

This research should help to prepare learners for possible examination questions in their final theory paper.

- **PAT TASK 3: LO 2 Performance and production of a solo (1-2 minutes) AND a group dance (2-4 learners in number- maximum 3 minutes) in the dance major (50 marks)**

Instructions for teachers.

1. Set solo dance (20 marks) in the **dance major**

Learners could begin to learn a set solo of 1 – 2 minutes from Grade 11 to ensure they can perform it well by Grade 12. Learners should be informed what criteria they will be assessed on based on the Assessment Standard and should aim for style, clarity, accuracy, precision, co-ordination, control, musicality, strength, stamina, endurance, focus, consistency, commitment, presence, flexibility, agility, and fluidity.

The solo should be choreographed by the teacher, a guest choreographer or be an excerpt from a professional work. Each learner should be encouraged to personalize the solo.

When practising the solo dance, work on the following criteria:

- Complexity of movement (technique, memory, co-ordination, control)
- Movement quality (transitions, flow, commitment, energy, musicality)
- Style (own unique style and style of dance genre)
- Performance (expression, confidence, focus)

Learners should know who has choreographed the solo, research and be able to talk about the dance genre and style of the particular solo, the music genre or other accompaniment used in the solo and how it relates to the dance and be able to reflect on their own process and progress in their journal (the written aspect).

The same solo should be improved and performed for the final external practical examination.

2. Set group dance (20 marks) in the **dance major**

Learners could begin to learn a set group dance of 2 – 3 minutes from Grade 11 to ensure they can perform it well by Grade 12. Learners should be informed what criteria they will be assessed on based on the Assessment Standard.

The group dance can be choreographed by the teacher, a guest choreographer or be an excerpt from a professional dance work .

In addition to the quality criteria required as in the solo, the group dance should demonstrate ability to work in a team, awareness of self and others in space and expressive interaction with other dancers.

When practising the group dance work on the following criteria:

- Teamwork (relationships, timing, spacing, eye contact, unity,)
- Performance (atmosphere, expression, presentation, complexity, integration)

Learners should know who has choreographed the group dance, research and present in writing and orally (optional) about the dance genre and style of the particular group dance, the music genre or other accompaniment used in the group dance and how it relates to the dance and be able to reflect on their own process and progress in their journal.

The same group dance should be improved upon and performed for the final external practical examination.

3. Production planning (10 marks)

The solo and group dance should be performed in a formal or informal setting e.g. in the studio or school hall for a peer or public audience. Each learner should choose or be allocated a production organisational role e.g.

- Stage Management: organise the venue / set design / décor / costumes / props / lighting
- Marketing: organise the advertising, poster design
- Prepare the programme including design and information
- Manage the finances: prepare the budgets / ticket sales / fund raisers

Learners should be required to work as a team to ensure their various tasks contribute to a successful production. Each learner should produce a written report documenting their tasks and their processes and reflecting on the outcome of the production. These should be placed in the learner portfolio for moderation.

Please note:

1. The production planning performance could include or be replaced by the Choreography and / or Indigenous Dance works.
 2. In dance genres such as Ballroom and Latin American where dancers dance in couples, 'solo' refers to one couple, 'duet' refers to two couples and 'group' refers to a formation of couples. Partnerships generally refer to a male / female pair but can be the same gender, differentiated as leader and follower rather than male and female.
- **PAT TASK 5: LO 1 Improvisation around an idea or to accompaniment chosen by the teacher – 1 minute – AND individual choreography of a group dance 2-3 minutes. (50 marks)**

Instructions to teachers.

1. Improvisation (20 marks)

Practice in improvisation should have been on-going throughout the GET and FET years. For the purposes of formal assessment, this aspect of Learning Outcome 1 can be assessed in one unseen improvisation activity. The candidates should be given very clear parameters or ideas to work with. During the year teachers should experiment with effective ways of assessing improvisation that are fair, valid and consistent e.g.

- They could be given the stimulus and given 2-10 minutes to think about it before the assessment
- Each learner could be given a different stimulus on a piece of paper so that they do not influence one another. In this case they can watch each others' improvisation and even peer assess (in addition to the teacher's formal assessment)

- Learners come into the space one by one and perform their improvisation based on a common stimulus
 - Learners improvise in groups of two to four, working as a group
 - Learners are given a stimulus with a piece of music to listen to immediately before they improvise
- Here are some stimulus ideas but teachers are not limited to using these ideas:
- Improvise on the ideas of impulse, momentum and falling
 - Improvise around the idea of a social issue
 - Improvise using geometric concepts of line, circles and angles
 - Learners are given a picture / photograph / painting / mobile to look at and asked to improvise around anything that struck them to do with the object
 - Learners are asked to remember a significant event in their lives and improvise around the event, or their response to it.
 - Learners are given an everyday event to improvise e.g. playing sport / waking up / moving out – moving in
 - Learners are given a range of props to choose between.

Following the improvisation candidates should reflect and prepare a one page report in their journals on their improvisation, evaluating their own process and product.

Draw learners' attention to the assessment criteria for Improvisation:

- Structure (beginning & ending, repetition, stillness)
- Movement quality (committed, confident, use of dynamics: time, space, force)
- Creativity, originality

Please note that **improvisation and choreography are not limited to the dance major** or any particular genre or style. Learners should have free range, be encouraged to move away from known steps and formations and to explore and create new movement vocabulary and structures.

2. Individual choreography of a group dance 2-3 minutes. (30 marks)

Many learners take a very long time to decide on a theme or idea for their final group choreography, wasting valuable choreography rehearsal time. Teachers could give learners a choice of about 4 broad ideas (this could include but should not be limited to music tracks) to choose from. Learners should also have the right to choose their own ideas and music and should be encouraged to focus on ideas close to their hearts and lives.

These ideas should be given by the first week of the school term in January or at the end of Grade 11 so that the learners have plenty of time to work on their group choreography.

Each learner should choreograph a 2-3 minute dance work on 3 or more people, not including themselves. It is suggested that each Grade 12 learner-choreographer uses dance learners from their own school, from other grades and not each other due to time constraints. Teachers need to help the learner-choreographers to select their group and ensure the group commits themselves to the practices. This can be done by awarding marks to the participants for one of their PATs or requirements in their own grade.

Teachers must help the Grade 12 learners to set up rehearsals, be on site when they happen and give constructive feedback and guidance on the dances as they develop.

Learners need to make notes and reflect in writing in a journal documenting their process and should prepare a short one-minute oral presentation on their dance work. They should also prepare a programme note for the dance of not more than 150 words on a single A4 sheet of paper.

The assessment method and criteria should be explained by the teacher in advance so they know how they will be assessed.

A **pledge of authenticity** should be signed by the learners and teacher and placed in the portfolio / journal to ensure that the choreography is really that of the candidate and not plagiarised from another choreographer or teacher or improvised by a group of competent dancers.

There is no limit to the possible choreography ideas / themes. Here are a few examples:

- Significant issues in your community
- A poem
- A painting / photograph
- A piece of music
- Choreograph a dance based on a plot or story in a novel
- Movement ideas e.g. Gesture / push-pull / active and passive / theme and variation / sport
- The Environment
- Explore the ideas and construction of a professional choreographer's work, and develop own interpretation of the work.

Draw learners' attention to the assessment criteria for Choreography

- Clarity of idea/intent
- Innovation (originality, experimentation)
- Resolution (structure and design)
- Movement Language
- Use of dancers and production elements (music, decor, costumes)
- Oral and written presentation (programme, journal)

The same choreography should be developed and performed for the final external practical examination.

3. PLANNING FOR THE TASKS

Learners must show in writing all their planning and preparation work for each practical/ performance task in a journal and / or portfolio. This must be detailed in such a way that the teacher/moderator can know the following:

- What practical work was selected and why
- What amount of planning was done
- How the learner prepared for the practical work
- Difficulties experienced and how they were overcome
- What was enjoyable/exciting/positive about the practical work

4. RESOURCES OR EQUIPMENT REQUIRED FOR THE TASKS

The following resources, equipment and facilities are suggested for the implementation of the PAT as needed:

- Literature/ articles/ texts on dance (books, magazines, Internet) on:
 - Dance: technique and skills in the chosen dance genre
 - Anatomy and health care / history of dance / music theory text
 - Choreographic structure, approaches
 - Videos / DVDs of Indigenous dances, professional dance works
 - Repertoire for the chosen dance genre
- Equipment:
 - Music instruments to use for accompaniment / CD Player to play the required music
 - Video camera to record the dance routine
 - Props, costumes

- Facilities:
 - Large room (mirrors an advantage)
 - Sprung-wood dance floor
- Human Resources
 - Learners to take part in peer choreographed dances
 - Indigenous Dance may require an additional expert teacher

IMPORTANT FOR ALL THE PRACTICAL EXAMINATIONS.**FINAL EXTERNAL EXAMINATION OF THE PRACTICAL DANCE COMPONENTS**

Provinces will appoint an external examination panel to include:

1. Provincial Internal Moderator across all dance forms
2. Provincial Chief Examiner
3. Co-examiner/s - the panel should include at least one expert in the relevant dance form.

- Schools with Dance Studies candidates must ensure that the provincial department examination section knows about the number of candidates enrolled.
- Provinces will do all the arrangements for the practical examinations. This includes the communication with the teachers and schools, arranging the venues, the times, the examining panel and anything else that needs to be done in the management of the practical examinations for Grade 12.
- Before the final practical exams begin, the Provincial Internal Moderator will meet with the provincial examiners in order to orientate them on examination matters and finalise the assessment instruments.
- The provincial internal moderator will visit each examination site during the examinations in order to quality assure the exam process and to ensure equality of standards across schools and across dance forms.
- The teachers responsible for the teaching of the practical component being examined will be expected to be present with the examiners to facilitate the conducting of the examination and to present their practical year marks for moderation.
- Note that the provincial (chief) examiner will ultimately have final decision on the assessment mark.
- The maximum duration for the entire practical dance examination process is 6 (six) weeks in term 3 and / or 4.

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The final external practical examination of the performance components will consist of:

1. A 15 minute set comprehensive combination of class exercises in the dance major to evaluate technical ability (4 learners at a time). This should be a summary of what was learnt over the three years of FET. It should demonstrate the learner's technical ability and level of complexity reached. It should demonstrate the principles of good body use such as posture, alignment, control and safe landings and principles of the dance form. It should include enough repetition to allow the panel to evaluate each learner's ability.
2. A choreographed set solo of not longer than 1-2 minutes in the dance major. This can be the same solo as in the PAT but should show progression since the PAT.
3. A set group dance of between 2 – 4 learners of not more than 3 minutes. This can be the same solo as in the PAT but should show progression since the PAT.
4. A solo or group improvisation – candidates will be given the stimulus on the day.
5. Each candidate will present their own choreographic work which should not exceed 3 minutes. This can be an improved version of the same work presented for the PAT. Learners should not perform in their own dance. Candidates should present a journal about their choreographic process, a one-page programme and be prepared to answer questions from the panel about their work.

Timing of the external examination – approximately one hour per group of 4 learners

External Examination Items	Minutes
1 Class work 4 learners	15
2. Solo 4 learners x 1 – 2 minutes each	4
3 Group dance	3
4. Improvisation solos or group	4
5. Choreography: 4 learners x (3 minutes choreography + 1 minute oral)	16
Plus allow time for marking, changeover of learners, breaks for the examiners	10
Total	approximately 60 minutes

CALCULATION OF EXTERNAL PRACTICAL DANCE EXAMINATION

Below is the weighting of the practical components LO 1 and LO 2 for the final practical examination mark.

Components	Percentage and marks	Learner 1	Learner 2	Learner 3	Learner 4
LO 2 Class work	20				
LO 2 Solo	20				
LO 2 Group dance	20				
LO 1 Improvisation	10				
LO 1 Choreography	30				
Final percentage	100				
Convert to marks	150				

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DANCE STUDIES PRACTICAL EXAMINATION REQUIREMENTS		
VENUE / EXAM PROCEEDURE	REQUIREMENTS	CHECK LIST
<i>Size of performance space</i>	<ul style="list-style-type: none"> Must be of a sufficient size for the students to move comfortably as well as for the examiners to be accommodated 	
<i>Temperature</i>	<ul style="list-style-type: none"> Must be well ventilated and a reasonable temperature 	
<i>Floor</i>	<ul style="list-style-type: none"> Must be clean with a smooth level surface to perform on. 	
<i>Noise</i>	<ul style="list-style-type: none"> Must be quiet and isolated from interruptions and intercom announcements 	
<i>Toilets / change rooms</i>	<ul style="list-style-type: none"> Must provide a toilet / change room for the students and toilet for examiners that is close to the examining venue. 	Deleted: Must be clean and equipped with toilet paper, towel and soap
<i>Light</i>	<ul style="list-style-type: none"> The venue must be well lit. 	
<i>Sound</i>	<ul style="list-style-type: none"> C.D. player and speakers must be supplied that can cope with the volume required for the performance space A person must be appointed to work the music for the examinations other than the teacher All music must be checked before hand to insure that all CDs play and no problems are encountered on the day All students' music for their choreographies must be checked by the teacher to insure that they are of a good quality and functional and do not exceed the three minutes 	Deleted: ' Deleted: incurred
<i>Examiners' requirements</i>	<ul style="list-style-type: none"> A table that is large enough to mark at for each examiner A comfortable chair for each panelist Water and glasses on the tables Sufficient light to mark by Students' portfolios, journals and one page programme of the choreographies ready in the exam venue All marking schedules on the examiners' tables in the correct order of marking All students' names filled in on the marking instruments and if available the mark computer printout Teacher and learners' portfolios for moderating the PATs 	
<i>Learners</i>	<ul style="list-style-type: none"> Must be ready and warmed up before the examinations are scheduled to start Must have their number clearly and securely displayed on the front and back of their leotard Must be well groomed in the appropriate attire for the dance major No jewelry, hair hanging in the face, etc All candidates/learners are expected to be in the exam venue for the duration of the exams All learners are expected to behave in a respectful manner while other students are performing Water should be available for learners during the exams 	Deleted: Students Deleted: students Deleted: students Deleted: students

PERFORMANCE ASSESSMENT TASKS (PATs) FOR GRADE 12
DANCE STUDIES 2009

INSTRUCTIONS FOR LEARNERS

- PAT TASK 1: LO 4 Performance of Indigenous Dance / Cross Cultural Dance (50 marks)

Instructions to learners

1. Performance

1.1 Learners who study African dance as their major, learn and perform a complete dance from a culture other than an African one such as Indian, Ballet, Spanish, Greek Dance or others.

1.2 Non-African Dance Majors, learn and perform an indigenous African ceremonial or ritual dance.

1. Research and presentation

Research the Indigenous Dance form and present your findings **orally** and **in writing** about the dance you have learnt.

Include information on as many of the following aspects as possible:

- Performance contexts
- Theme, purpose
- Participants (number of dancers, gender, age)
- Analysis of movement and use of body parts
- Dynamics
- Use of space, formation and spatial relationships between dancers
- The roles that people play within a dance and how these reflect characteristic roles and social relationships in cultures, past and present
- Dress/ costumes, props, music

You will be assessed on your

- Understanding of the historical and cultural aspects of this dance, the theme and purpose
- Ability to present with clarity about a range of aspects
- Performance including understanding of the style, space, body parts, relationships, formation, dynamics and timing

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- PAT TASK 3: LO 2 Performance of a solo (1 – 2 minutes) AND a group dance (2-4 in number – maximum 3 minutes) using teacher's choreography or repertoire AND a production task (50 marks total)

Instructions to learners

1. Set solo dance in the dance major (20 marks)

When practising the solo dance, work on the following criteria:

- Complexity of movement (technique, memory, co-ordination, control)
- Movement quality (transitions, flow, commitment, energy, musicality)
- Style (own unique style and style of dance genre)
- Performance (expression, confidence, focus)

Investigate and make sure you know who has choreographed the solo and be able to talk about the dance genre and style of the particular solo, the music genre or other accompaniment used in the solo and how it relates to the dance. Record your findings and reflect on your own processes and progress in your journal.

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Note that the same solo should be improved and performed for the final external practical examination.

2. Set group dance in the dance major (20 marks)

You will need to rehearse and present a group dance with 2 - 4 other learners. The group dance can be choreographed by your teacher or a professional choreographer. The dance should not be longer than 3 minutes. You will be assessed on the following criteria:

- Teamwork (relationships, timing, spacing, eye contact, unity)
- Performance (atmosphere, expression, presentation, complexity, integration)

Prepare information about the choreographer of your group dance and be able to talk about the dance genre and style of the particular dance, the music genre or other accompaniment used and how it relates to the dance. Record your findings and reflect on your own process and progress in your journal.

Note that the same group dance may be performed for the final external practical examination.

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3. Production planning (10 marks)

The solo and group dance should be performed in a formal or informal setting e.g. in the studio or school hall for a peer or public audience. To prepare for the production, you should choose or be allocated an organisational role e.g.

- Stage Management: organise the venue / set design / décor / costumes / props / lighting
- Marketing: organise the advertising, poster design
- Prepare the programme including design and information
- Manage the finances: prepare the budgets / ticket sales / fund raisers

Work as a team to ensure your various tasks contribute to a successful production. Write a report documenting your tasks and processes and reflecting on the outcome of the production.

Note: The performance could include the work from any or all of the PATs e.g. solos, group dances, the choreography and / or Indigenous dance works.

- **PAT TASK 5: LO 1 Improvisation around an idea or to accompaniment chosen by the teacher – 1 minute – AND individual choreography of a group dance 2-3 minutes. (50 marks)**

Instructions to learners

1. Improvisation (20 marks)

Practice in improvisation should have been on-going throughout the GET and FET years. You will be given very clear parameters or ideas to work with.

- You may be given a stimulus or a prop and given 2-10 minutes to think about it before the assessment
- You may be given a different stimulus on a piece of paper so that they do not influence one another.
- You may be allowed to watch others' improvisation and even peer assess (in addition to the teacher's formal assessment) or you may be asked to come into the space one by one and perform your improvisation based on a common stimulus
- You may choose to improvise in groups of three or four, working as a group
- You may be given a stimulus and a piece of music to listen to immediately before the improvisation section.

Following the improvisation you should reflect on the process and prepare a one page written report.

Take note of the following criteria for improvisation:

- Structure (beginning & ending, repetition, stillness)
- Movement quality (committed, confident, use of dynamics: time, space, force)
- Creativity, originality

2. Individual choreography of a group dance 2-3 minutes. (30 marks)

You may be able to choose your own theme and music or you may be given a choice of about 4 broad ideas (this could include music tracks) to choose from.

You should have plenty of time to work on your group choreography because the instructions will be given to you early in the year. Try to begin immediately as it takes a long time to produce a good dance work.

Choreograph a 2-3 minute dance work on 3 or more people from your school, not including yourself. It is suggested that you use dance learners from other grades to avoid rehearsal time clashes. Keep a journal of your process and prepare a short one-minute oral and written presentation on your dance work. Prepare a programme note for the dance of not more than 150 words on a single A4 sheet of paper. You will be assessed on your journal, presentation and programme.

Take note of the following assessment criteria for Choreography:

- Clarity of idea/intent
- Innovation (originality, experimentation)
- Resolution (structure and design)
- Movement Language
- Use of dancers and production elements (music, decor, costumes)
- Oral and written presentation (Programme, journal)

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There is no limit to the possible choreography ideas / themes. Here are a few examples:¶
 <#>Significant issues in your community¶
 <#>The Environment¶
 <#>A poem¶
 <#>A painting / photograph¶
 <#>A piece of music¶
 <#>Choreograph a dance based on a plot or story in a novel or fairy tale¶
 <#>Movement ideas e.g. Gesture / push-pull / active and passive / theme and variation / sport¶
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PERFORMANCE ASSESSMENT TASKS (PATs) FOR GRADE 12
DANCE STUDIES 2009

ASSESSMENT TOOLS

Below are some examples of assessment checklists and rubrics that may be used to clarify expected levels of performance. You may also use the simplified **DANCE STUDIES FINAL PRACTICAL EXAMINATION INSTRUMENT** on page 20.

PAT TASK 1: LO 4 PERFORMANCE OF INDIGENOUS DANCE/ CROSS CULTURAL DANCE

This analytical rubric can be used for LO 4 (50 marks)

CRITERIA	1 Not achieved	2 Needs work	3 Satisfactory	4 Good	5 Excellent	levels
Has the learner demonstrated an understanding of the historical and cultural aspects of this dance, the theme and purpose?	Learner <i>has not been able to place</i> the dance in context or relate it to any period.	Learner <i>has either been able to place</i> the dance in context or relate it to a period.	Learner has <i>described</i> the theme and purpose and cultural or historical aspects of the dance.	Learner has <i>explained</i> the dance in terms of theme and purpose and described how the dance exemplifies the time and culture.	Learner has <i>analysed</i> the dance in terms of theme, purpose, symbolism and ritual and described how the dance exemplifies the time and culture.	
CRITERIA	1 Not achieved	2 Needs work	3 Satisfactory	4 Good	5 Excellent	
Can the learner describe the dress, costumes, props, music, location and participants?	Learner <i>has not been able to identify</i> the components of the dance.	Learner <i>has identified a few</i> of the components of the dance, but cannot describe them.	Learner has <i>described some</i> of the aspects of the dance.	Learner has <i>described most</i> of the aspects of the dance.	Learner has <i>described in detail</i> the dress, costumes, props, music, location and participants.	
CRITERIA	1-2 Not achieved	3-4 Needs work	5-6 Satisfactory	7-8 Good	9-10 Excellent	
Can the learner demonstrate an understanding of the use of movement, space, body parts, relationships, formation, dynamics and timing?	Learner <i>is unable to perform</i> the dance.	Learner <i>is unable to fully perform</i> the dance.	Learner <i>demonstrates some use</i> of movement, space, body parts, relationships, formation, dynamics and timing in performance.	Learner <i>demonstrates use</i> of movement, space, body parts, relationships, formation, dynamics and timing in performance.	Learner <i>demonstrates effective use</i> of movement, space, formations, body parts, relationships, formation, dynamics and timing in performance.	
Total	Possible total 20 converted to 50					

Note: The above assessment criteria may not be suitable for all dance forms. The criteria may need to be adjusted so that they are appropriate for the particular dance form being assessed. The numbers are only a guide to assist the teacher in placing the learner in the correct category.

PAT TASK 3: LO 2 Performance of a solo (1-2 minutes) and a group dance (2-4 in number)
maximum-3 minutes using teacher's choreography or repertoire

Practical assignment: checklist for repertoire SOLO (20 marks)

LEARNING OUTCOME 2	
Candidates perform a complete dance, formally or informally. This may be a dance set by the teacher or by a choreographer. It may be performed in a public setting, for the dance class or for the school.	
SUGGESTED ASSESSMENT CRITERIA	
Interpretation of the dance genre and style and development of own unique dance style	10
Precision, clarity, body part articulation and attention to detail	10
Complexity of dance vocabulary and technique achieved	20
Quality of movement, dynamics, fluidity and agility	20
Musicality / reproduction of rhythms	10
Focus, presence and projection, confidence and commitment	10
Use of space	10
Professional Judgement	10
TOTAL	100
TOTAL out of 100 converted to 20	

Analytical Rubric for LO 2 solo dance to be used with the checklist to verify levels

Assessment Criteria/ Professional judgement	Not achieved 1	Elementary achievement 2	Adequate achievement 3	Meritorious achievement 4	Outstanding achievement 5
Reproduction and recall	Little or no response.	Responds randomly	Reproduces the dance with some accuracy	Reproduces the dance accurately with attention to detail.	Reproduces the dance accurately with attention to detail and with ease.
Expressiveness	Needs focus and expression	Performs with little confidence and style Makes an effort to communicate dance ideas	Performs with developing confidence and style Communicates dance ideas effectively Shows some musicality - fills out the time during the phrases	Performs with confidence and style Enhances the movement with personal feelings. Communicates dance ideas effectively Enhances the movement through musicality / rhythmical interpretation	Performs with confidence and style Brings excitement, commitment and variations in intensity to the performance Goes beyond the movement as demonstrated. Enhances the movement with through musicality / rhythmical interpretation and personal feelings. Communicates dance ideas effectively
Technique: Physical control and co-ordination	Little evidence of efficient articulation of the body, Lacking in all aspects of the work.	Use of the body sometimes lacks efficiency and clarity with inconsistent balance, control, co-ordination and flexibility	Can maintain a reasonable level of efficient use of body demonstrating balance, control, co-ordination, flexibility, agility, fluency and clearly contrasting movement	Can maintain a good level of articulate and efficient use of the body demonstrating clarity, balance, control, co-ordination, flexibility, agility, fluency and clearly contrasting movement	Can maintain highly articulate and extremely efficient use of the body demonstrating clarity, balance, control, co-ordination, flexibility, agility, fluency and clearly contrasting movement
Journal	Presents minimal	Presents the information	Organises the information	Organises the information	Organises the relevant information

	information writing descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges)	writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges)	coherently, writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed	coherently and creatively, writing clear, legible, descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed	coherently and creatively, writing clear, legible, detailed descriptions of rehearsal and performance processes, (thoughts, ideas, feelings, challenges) with appropriate style, using specialist vocabulary as needed
Total out of 20					

The same assessment tools can be used for the external practical examination.

Practical assignment: checklist for repertoire GROUP DANCE (20 marks)

LEARNING OUTCOME 2	
Candidates perform a complete group dance, formally or informally in one of the stipulated dance genres. This may be a dance set by the teacher or by a choreographer. It may be performed in a public setting or for the dance class or the school. (2 - 4 people)	
SUGGESTED ASSESSMENT CRITERIA	
Interpretation of the dance genre and style	10
Precision, clarity, body part articulation and attention to detail	10
Complexity of dance vocabulary and technique achieved	20
Quality of movement, dynamics, fluidity and agility	10
Musicality and interpretation / reproduction of rhythms	10
Focus, presence, projection, confidence and consistency	10
Working with others, sharing space, interacting with others	20
Professional judgement	10
TOTAL	100
TOTAL out of 100 converted to 20	

The same assessment tool can be used for the external practical examination.
analytical rubric to be used with the checklist to verify levels.

PAT TASK 3 LO 2 Analytical Rubric for group dance

Same as solo rubric above plus:

Assessment Criteria/ Professional judgement	Not achieved 1	Elementary achievement 2	Adequate achievement 3	Meritorious achievement 4	Outstanding achievement 5
Groupwork	Unaware of others in the space, no interaction with the others	Shares space but lacks interaction with others	Shares space and interacts with others most of the time	Shares space sensitively and interacts with others; cooperates with others in unison work	Shares space sensitively and interacts with others meaningfully; cooperates with others in unison work. Enhances the performance through team awareness.

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PAT TASK 3 LO 1 Analytical rubric for Production (10 marks)

Assessment Criteria/ Professional judgement	Not achieved 1-2	Elementary achievement 3-4	Adequate achievement 5-6	Meritorious achievement 7-8	Outstanding achievement 9-10
Production competence in a specific role	Lack of planning. Task not carried out satisfactorily. Does not contribute to the team.	Carries out task minimally. Partially works as part of the production team	Plans and carries out task with supervision Works as part of the production team	Plans and carries out task thoughtfully, and with attention to detail. Works well as part of the production team	Takes a leadership role in planning and carrying out tasks unsupervised using thoughtful innovative ideas, and with attention to detail. Works well as part of the production team.

PAT TASK 5A LO 1

Improvisation (group or solo) around ideas or to music or accompaniment chosen by the teacher (1 minute), and individual choreography of a group dance (2-3 minutes).

Rubric for solo or group improvisation (20 marks)

Criteria	1	2	3	4	5
Inventiveness in developing vocabulary	Participates minimally but lacks confidence to create	Little experimentation. Relies on learnt dance steps	Experiments tentatively with ideas. Shows some imagination	Experiments with inventiveness, imagination, commitment to movements	Experiments broadly with inventiveness, originality, imagination, and commitment to the movements
Communicates intent	Intention not visible	Lacks full understanding of intention	Demonstrates tentatively what the improvisation is intended to represent or address	Demonstrates what the improvisation is intended to represent or address	Convincingly demonstrates what the improvisation is intended to represent or address
Uses elements of space, time, force	Lacks any consideration of space or dynamics	Little use of space. Hardly any use of dynamics	Demonstrates a consideration of the space Some variation of the dynamics using energy, music, tempo, rhythm, phrasing or any other accompaniment	Uses the space/ environment fully. Varies the dynamics using energy, music, tempo, rhythm, phrasing or any other accompaniment	Uses the space/ environment in a meaningful and / or uninhibited way Innovatively varies the dynamics using energy, music, tempo, rhythm, phrasing or any other accompaniment
(Group improvisation only) Team work	Participates inconsistently	Passively participates in collaborative effort offering few ideas. Little response to others in the group.	Collaborates with peers. Responds to others in the group with some awareness of space.	Actively collaborates. Initiates ideas that are not fully developed Responds appropriately to others in the group Aware of others in space	Actively collaborates with peers to create. Initiates the group effort with own ideas or feelings Responds appropriately to others in the group Aware of others in space
Journal	Presents minimal information lacking clarity or legibility	Presents the information; writing clear, legible, descriptions of rehearsal and performance processes,	Organises the information coherently, writing clear, legible, descriptions of rehearsal and performance processes, with appropriate style, using specialist vocabulary as needed	Organises the information coherently and creatively, writing clear, legible, descriptions of rehearsal and performance processes, with appropriate style, using specialist vocabulary as needed	Organises the relevant information coherently and creatively, writing clear, legible, detailed descriptions of rehearsal and performance processes, with appropriate style, using specialist vocabulary as needed

PAT TASK 5B LO 1

Choreography assignment (30 marks)

Example of a checklist

Learners choreograph a two to three minute group dance. (The dance should not include the candidate who is choreographing.) Support materials should be submitted including a journal that documents the choreographic process and a one page programme.		Deleted: choreographed on peers.
SUGGESTED ASSESSMENT CRITERIA:		
Structure – beginning – middle – ending, climax, progression of idea or intent, use of structural concepts, e.g. theme and variation, rondo, canon, call and response		15
Design: style, genre, use of design concepts, e.g. space, time, force, unity, contrast, transition, sequencing, patterning		10
Originality e.g. experimentation and innovation with movement vocabulary and ideas, non-conventional performance space, incorporation of cross-disciplinary art forms, technology		15
Appropriate, imaginative and informed translation of ideas into dance		10
Appropriate use of accompaniment (music, sound, silence)		5
Ability to work with their dancers effectively		10
Organisation of rehearsals and performances		5
Engagement with elements of production, e.g. costumes, lighting, set, props		5
Journal effort, research and preparation programme, presentation and self-reflection		15
Oral presentation – clarity, depth of insights and vision		10
	TOTAL	100
	Convert to	30

Example of a rubric

Assessment Criteria	Level 1	Level 2	Level 3	Level 4	Level 5	Learner's Level
Structuring a dance composition	No attention to structure yet.	Some attention to structure is evident but much more is required.	Dance has a basic and simple structure	Dance has a basic and simple structure that does not detract from the overall effect.	Dance is well-structured and creative, with a definite beginning, middle and end. There is continuity and flow throughout the dance.	
Exploring choreographic design concepts of space, time and force	Not yet able to explore choreographic design concepts of space, time and force.	Attempts to explore some choreographic design concepts, but with limited success.	Explores choreographic design concepts of space, time and force with limited success.	Explores choreographic design concepts of space, time and force with reasonable success.	Shows an extraordinary ability to explore successfully using space, time and force.	
Composing solo, duet and trio dance sequences using dimensions of time, space, force and contrast	Not yet able to compose solo, duet and trio dance sequences.	Composes solo, duet and trio dance sequences using only one design element.	Composes suitable solo, duet and trio dance sequences exploring some dimensions of time, space, force and contrast.	Composes suitable solo, duet and trio dance sequences exploring the dimensions of time, space, force and contrast.	Composes innovative solo, duet and trio dance sequences; uses multiple dimensions of time, space, force and contrast creatively to richly texture the composition.	
Able to organise and manage	Irregular and inadequate management	Arranges rehearsals and	Arranges rehearsals and	Arranges rehearsals and performances	Arranges rehearsals and performances with vigour and attention to	

dancers effectively	of rehearsals and performances Struggles to manage the dancers	performances with inconsistency Manages the dancers with difficulty	performances Manages the dancers effectively and sensitively some of the time	with attention to detail. Manages the dancers effectively and sensitively most of the time	detail. Manages the dancers effectively and sensitively	
Oral presentation	Answers questions about own choreographic process	Reflects on and speaks about own choreographic process	Reflects on and speaks about own choreographic process with confidence	Reflects on and speaks about own choreographic process with confidence and clarity	Reflects on and speaks about own choreographic process with confidence, clarity and lucidity	
Producing a choreographic journal & Programme notes	Choreographic journal is senseless, poorly presented, with little technical quality and/or continuity. The Programme is presented showing minimal effort	Choreographic journal lacks technical quality and continuity; is confusing and visually unappealing. The Programme is adequate	Choreographic journal is simple but informative, with good technical quality. The Programme is clear, complete, and shows effort	Choreographic journal is simple but informative, with good technical quality, continuity and visual appeal. The Programme is clear, complete, attractively laid out and shows effort	Choreographic journal is comprehensively informative, with excellent technical quality and continuity; visually exciting. The Programme is clear, complete, attractively laid out and shows effort and thoughtfulness	
Total out of 30						

PAT 4: LO 2 PRACTICAL EXAMINATION: TECHNIQUE CLASS CHECKLIST

ASSESSMENT CRITERIA	Learner 1	Learner 2	Learner 3	Learner 4	
Learner names					Maximum marks
Quality of movement/Expression <ul style="list-style-type: none"> • Consistency • Fluidity • Power • Dynamics • Attention To Detail • Personal Style • Commitment • Projection • Presence • Communication 					10
Technique <ul style="list-style-type: none"> • Alignment and Posture • Agility • Control • Balance • Accuracy • Mobility • Endurance • Musicality • Coordination • Complexity 					10
Memory recall (out of 5) <ul style="list-style-type: none"> • Accurate • Efficient • Immediate 					5
Poise, grooming (out of 5) <ul style="list-style-type: none"> • Appropriate attire per style • Neat presentation • Confidence, focus 					5
Total					30

DANCE STUDIES FINAL PRACTICAL EXAMINATION INSTRUMENT

Names of Candidates	Possible Marks	Candidate 1	Candidate 2	Candidate 3	Candidate 4	
LO 2 Choreographed Class work <ul style="list-style-type: none"> Complexity of Movement (technique, memory, co-ordination, control, posture, alignment, accuracy) Style (principles of dance form) Quality of Movement (fluidity, dynamics, musicality) Presentation, (confidence, expression, focus, grooming) 	5 5 5 5					
Subtotal	[20]					
LO 2 Solo <ul style="list-style-type: none"> Complexity of movement (technique, memory, co-ordination, control) Movement quality (transitions, flow, commitment, energy, musicality) Style (own unique style and style of dance genre) Performance (expression, confidence, focus) 	5 5 5 5					
Subtotal	[20]					
LO 2 Group Dance <ul style="list-style-type: none"> Teamwork (relationships, timing, spacing, eye contact, unity,) Performance (atmosphere, expression, presentation, complexity, integration) 	<u>10</u> <u>10</u>					
Subtotal	[20]					
LO 1 Improvisation <ul style="list-style-type: none"> Structure (beginning & ending, repetition, stillness) Movement quality (committed, confident, use of dynamics: time, space, force) Creativity, originality 	<u>3</u> <u>3</u> <u>4</u>					
Subtotal	[10]					
LO 1 Choreography <ul style="list-style-type: none"> Clarity of idea/intent Innovation (originality, experimentation) Resolution (structure and design) Movement Language Use of dancers and production elements (music, decor, costumes) Oral and written presentation (Programme, journal) 	5 5 5 5 5 5					
Subtotal	[30]					
Total %	100					
Convert to marks	150					
Level out of 7 (check for professional judgement)	7					
RATING LEVELS TO % 7 Outstanding achievement 80 – 100 6 Meritorious achievement 70 – 79 5 Substantial achievement 60 – 69 4 Adequate achievement 50 – 59 3 Moderate achievement 40 – 49 2 Elementary achievement 30 – 39 1 Not achieved 0 – 29						

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RECORDING AND REPORTING

1. RECORDING

See the last page for an example of a recording schedule. This schedule is available electronically from laric.n@doe.gov.za

2. REPORTING**Grade 12**

The weighting of the marks or percentage for the school report each term can be calculated as follows:

Term 1	Performance Assessment Task	(50 marks) 50 %	Test –	(50 marks) 50 %
Term 2	Performance Assessment Task	(50 marks) 25 %	Mid-year examination including practical and theory equally weighted (150/150 marks)	(300 marks) 75 %
Term 3	Performance Assessment Task	(50 marks) 50 %	Test – Trial exam optional	(50 marks) 50 %
Term 4	Marks from terms 1, 2 & 3 added out of 400 marks and converted out of 100 marks	(100 marks) 25 %	Final Examination including both practical and theory equally weighted (150/150 marks)	(300 marks) 75%

